PE 308 THEORY AND PSYCHOLOGY OF COACHING

Chapter 11
Teaching Tactical Skills

KEY CONCEPTS

1. To improve tactical skills, athletes need to have the ability to read the situation, the knowledge to make good tactical decisions, and an understanding of the factors that influence tactical decision making.
2. Good coaching focuses on helping athletes improve in all three tactical areas.
3. Athletes can improve their ability to read the situation by improving their attention and concentration.

KEY CONCEPTS

4. Athletes can learn to make better tactical decisions when they understand specific knowledge about the game.

5. Athletes can learn to make better tactical decisions when they understand the factors that influence tactical decision making.

6. The most effective way to help athletes learn to make good tactical decisions is to have them play practice games designed for this purpose (the games approach).

LEARNING TACTICAL SKILLS

1. Tactics

2. Strategies and game plans

3. Game sense

TACTICAL TRIANGLE

Essential Elements of Tactical Skills

1. Reading the situation
    a. Cognitive skills
    1)Perception of relevant cues
    2) Attention and concentration on relevant cues

2. Tactical knowledge
    b. Rules
    c. Strategic plans and game plans
    d. Physical playing conditions
    e. Strengths and weaknesses of opponents
    f. Athletes’ own strengths and weaknesses
    g. Tactical options for the situation

TACTICAL TRIANGLE

Essential Elements of Tactical Skills

3. Decision-making skills
    a. Decision training
        1)Method 1: Teach tactics in the whole, then in parts
        2) Method 2: Have athletes observe decision making in others
        3) Method 3: Have athletes observe themselves
        4) Method 4: Variable practice
        5) Method 5: Control feedback
        6) Method 6: Ask questions

TEACHING TACTICAL SKILLS

1. Step 1: Identify a situation in which athletes would need to make a tactical decision.
2. Step 2: Determine the knowledge that the athletes need in order to make a tactical decision. Take the following into account:
   a. Rules
   b. Strategic plans and game plans
   c. Physical playing conditions
   d. Strengths and weaknesses of opponents
   e. Athlete’s own strengths and weaknesses
   f. Tactical options for the situation

TEACHING TACTICAL SKILLS

3. Step 3: Identify relevant and irrelevant cues in the situation.
   a. List relevant cues
   b. List irrelevant cues

4. Step 4: Identify the tactical options within the situation.

5. Step 5: Find or design an activity that gives athletes the opportunity to read the situation and select an appropriate tactic.